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ABSTRACT

This annotated bibliography of forty-three items presents an entry point into the literature on evaluation of teacher performance. Also included is a statement of the National Education Association/Division of Instruction and Personnel Development concerning the Association's views on teacher evaluation and the rights of personnel being evaluated. (HJB)

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EVALUATION OF TEACHER PERFORMANCE: AN ANNOTATED BIBLIOGRAPHY

NEA Resolution C-2: Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluation should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

a. Information concerning the evaluation criteria and procedures of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

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This material has been prepared to assist members of the united teaching profession in their quest for professional excellence More information is available from your local NEA representative and the NEA's Information Center on Instruction and Professional Development.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies, and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate derogatory or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method for evaluating educators, nor should the evaluation of students taking assessment tests be used for purposes such as salary, tenure, retention, or promotion.

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Amidon, Peggy. Nonverbal Interaction Analysis: A Method of Observing and Recording Nonverbal Bahavior. Chicago: Association for Productive Teaching, 1971. 196 pp. A manual to help the teacher identify nonverbal components of behavior -- including dimensions other than behavioral of the teacher's role as classroom leader -- and to understand their influence on verbal interaction and the classroom climate.

Armstrong, Harold K. A Teacher's Guide to Teaching Performance Evaluation. Worthington, Ohio: School Management Institute, 1972. 24 pp. This booklet describes from the evaluatee's viewpoint the entire performance evaluation cycle and emphasizes techniques in setting job targets, using monitored data, self-evaluation, and evaluation conference preparation and participation. Also included are discussions of the importance of behavioral objectives in setting goals, the power of self-evaluation, requirements for documentation of performance data, and the need for mutual trust between evaluator and evaluatee.

Beegle, Charles W., and Brandt, Richard M., editors. Observational Methods in the Classroom. Washington, D.C.: Association for Supervision and Curriculum Development, 1973. 85 pp. A collection of conference papers dealing with values, problem, and design considerations and observational methodology for congruency testing of the intentions and realities of schooling.

Bolton, Dale L. Selection and Evaluation of Teachers. Berkeley, Calif.: McCutchan Publishing Corp., 1973. 211 pp. This book begins with an overview of current practices in education, government agencies, and industry and of research findings so that the ideas can be quickly implemented in school situations. Subsequent chapters give detailed information on selection and evaluation processes. Some of the conclusions stated in the overview are elaborated and documented. There is also a summary of what the research team considered to be significant trends or themes in the information acquired.

Borich, Gary D., and Maden, Susan K. Evaluating Classroom Instruction -- A Source Book of Instruments. Reading, Mass: Addison-Wesley Publishing Co., 1977. 497 pp. This source book contains a variety of strategic information for evaluators, researchers, and students of teacher behavior. Its mix of technical, research, and administrative data is designed to make the volume useful to the greatest number of educators.

California Junior College Association. The Evaluation of Community College Teaching: Models in Theory and Practice. Sacramento: the Association, April 1972. 100 pp. Proceedings of a 1972 conference, including papers on teachers and evaluation, a performance-centered model, a learner-centered model, a management model, faculty roles, administrator's role, trustees' roles, and the student's role. Appendixes include sample forms, a faculty development model, and a bibliography.

California Teachers Association. Six Areas of Teacher Competence. Burlingame: the Association, 1964. 50 pp. Areas of teacher competence are defined in detail and illustrated; questions are provided to assist teacher associations, colleges, supervisors, and others in their study of competence. The competences or roles considered are learning director, counselor, cultural mediator, community link, staff member, and member of the profession.

Critical Incidents in Teacher Evaluation. (60-min. audiotape cassette.) Worthington, Ohio: School Management Institute, 1972. George Redfern discusses the most difficult aspects of performance evaluation. This is for listening by evaluators especially and by evaluation program planners, including teacher group leaders, and covers such things as negative evaluations, alternatives to dismissal, ethics, and teacher organization involvement.

Flanders, Ned A. Analyzing Teaching Behavior. Reading, Mass.: Addision-Wesley Publishing Co., 1970. 44 pp. This book includes a wide range of material on verbal interaction analysis geared for varying degrees of understanding and is written for both classroom and student teachers, for those either experienced or inexperienced in coding communications, and for researchers. Flanders explains the concepts and techniques for analyzing verbal communication in the classroom, including a description of and suggestions for using the 10-category system. One chapter reviews research on teaching effectiveness based on interaction analysis.

Gage, N. L., editor. Mandated Evaluation of Educators: A Conference on California's Stull Act. Stanford: Center for Research and Development in Teaching, School of Education, Stanford University, 1973. 357 pp. This California law requires that all school districts in the state adopt a uniform set of guidelines for evaluating certificated personnel. The conference of experts was called to consider problems in implementing the bill -- problems in measurement, evaluation, and statistical analysis; in definition of achievement; and in law and administration.

The proceedings may be of interest to readers in other states where similar legislation is being considered or adopted.

Goode, Delmer M., editor. "Evaluation Guide and Guardian." Improving College and University Teaching 21: 1-76; Winter 1973. A collection of 29 articles dealing with the improvement of teaching in higher education through evaluation of performance, programs, and achievement. About half are on student evaluation of teachers, including an extensive bibliography.

Henney, Maribeth, and Mortenson, W. Paul. "What Makes a Good Elementary School Teacher?" Journal of Teacher Education 24: 312-16; Winter 1973. A panel of parents, teachers, and administrators observed videotapes of reading instruction and recorded positive and negative comments, using no predetermined criteria. From a compilation of these comments was derived a positively stated list of characteristics in eight categories: knowledge of content, methods of presentation, lesson activities, learning atmosphere, relationship to children, individual differences, challenging thinking, building independence. The authors point out the limitations of their study and make recommendations for further research.

Houts, Paul L., editor. "Evaluating School Personnel." National Elementary Principal 52: 10-98; February 1973. The 19 articles in this special issue represent a wide range of views on and approaches to evaluation. Contributors are Harold Armstrong, Robert Bhaerman, John Bolen, Dale Bolton, Robert Carlson, Everett De Vaughn, Patrick Dolan, William Drummond, Robert Howsam, Madeline Hunter, Bernard McKenna, Charles McKenna, Harold McNally, Donald Medley, Benson Munger, William Pharis, Lorraine Poliakoff, James Popham, George Redfern, and Warner Tobin. (Reprints of "A Context for Teacher Evaluation," by Bernard McKenna, are available from NEA-IPD.)

Howard, Clare, and Miles, Betty. "The Teacher Rating Game: New Ways To Play It." Scholastic Teacher (Elementary Teacher's Edition): 8-15; January 1974. Three articles, on how teacher evaluation is changing, self-evaluation for self-improvement, and student rating of teachers.

Jacobson, Joan. "Should Students Evaluate Teachers?" Today's Education 62: 49; May 1973. (Reprint available from NEA-IPD.) This teacher, wanting to know what her students thought of her teaching, began using a commercial product and then an instrument developed cooperatively with her classes. She presents briefly some significant findings and lists the statements for evaluating the academic area, general areas, and personal qualifications.

Johnson, Henry C. Jr. "Court, Craft, and Competence: A Reexamination of 'Teacher Evaluation' Procedures." Phi Delta Kappan 58: 606-10; May 1976. Johnson examines some important court decisions which appear to be laying new bases for judging teacher competence -- particularly student learning -- and for preparing and credentialing teachers. He offers as an alternative approach to evaluation the Teacher Assessment Program. TAP involves developing a critical definition of teaching in terms of intent and job or task-related measures.

Jones, A. S. "Realistic Approach to Teacher Evaluation." Clearing House 46: 474-81; April 1972. Jones says that teacher evaluation "has become an ongoing tradition having little relationship to instructional improvement." He presents a process for "resurrecting" evaluation as a progressive component of the school system, detailing purposes, rationale, objectives, procedures, and instruments for evaluation by principal, teachers, and students.

Koblitz, Minnie W. "Judging the Teacher." Today's Education 62: 47-48; April 1973. Should the teacher in an open classroom be evaluated by the same procedures as the teacher in a traditional one? This dialogue between two such teachers points up some necessary differences and important common denominators.

Kult, L. W. "Alternatives to Teacher Evaluation." Clearing House 47: 277-79; January 1973. The author outlines major inequities in evaluation, some implications of these inequities, and suggests three solutions -- anonymous evaluation via videotape; evaluatee selection of his evaluators from among possible choices; improvement through writing of units, reports, professional articles, etc.

McKenna, Bernard H. Staffing the Schools. New York: Bureau of Publications, Teachers College, Columbia University, 1965. Research findings of several hundred studies on how many professionals are needed for the schools, how they should be deployed, and what should be their characteristics.

_____. "Teacher Evaluation -- Some Implications." Today's Education 62: 55-56; February 1973. (Reprint available from NEA-IPD.) Following a succinct presentation of how it is versus how it ought to be, teacher evaluation is considered in the broader context of evaluation of programs, performance, and learning outcomes.

McKenna, Bernard H.; Mueller, Dorothy G.; and Poliakoff, Lorraine. Teacher Evaluation: An Annotated Bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, November 1971. 25 pp. In the introduction to this 86-item bibliography, McKenna gives his views on teacher evaluation and his impressions of the documents cited.

McNeil, John L., and Popham, W. James. "The Assessment of Teacher Competence." Second Handbook of Research on Teaching. (Edited by R. M. W. Travers.) Washington, D.C.: American Educational Research Association, 1973. Chap. 7, pp. 218-44. The authors attempt to relate various research activities to (a) practitioners who must make on-the-job decisions about teachers, and (b) investigators seeking knowledge about teaching. Their purpose is to shed some light on practices that are sapping fruitful inquiry and confusing decision-making procedures.

National Education Association. Early Warning Kit on the Evaluation of Teachers. Fourth and Revised Printing. Washington, D.C.: the Association, 1977. $2. A workshop kit for local teacher associations which can help members assess teacher evaluation practices and instruments, and assure that the results of evaluation are directed toward appropriate in-service education.

_____. Evaluation Systems for Education: Descriptive Abstracts. Washington, D.C.: the Association, March 1973. 32 pp. Thirteen systems were selected for inclusion in this collection. Each abstract describes briefly the purpose of the system, its criteria, how it works, and availability.

_____. "Fair Treatment of Teachers: Teacher Evaluation and Collective Bargaining." NEA Collective Bargaining Quarterly. Vol. 1, No. 1. Washington, D.C.: the Association, 1976. pp. 1-19. A comprehensive look at teacher evaluation which also provides teacher association bargainers with a body of basic principles, suggested language, and rationale to guide them in trying to ensure fair treatment of members.

_____. Planning the Evaluation of Educators: A Simulation. Washington, D.C.: the Association, March 1972. $15. Companion filmstrip-tape package, $15. The printed package for a four-hour workshop includes a director's handbook and materials for eight participants: role descriptors, simulation description and rules of procedure, guidelines for planning an evaluation system, reference materials, and descriptions of evaluation systems. Role-players experience the positions and attitudes of persons who should make decisions about staff evaluation in a school district, major issues that must be considered in planning for it, and selection of instruments that have been developed through research, testing, and experience.

New Jersey Education Association. "Teacher Evaluation." NJEA Review 51: 36-39; December 1977. This article discusses negotiations, procedures for evaluation, criteria, and due process and lists 32 specific guidelines for local affiliates.

Ohio Education Association, Instructional Services Division. Teacher Evaluation. Interface on Learning Series. Columbus: the Association, n.d. 179 pp. OEA believes that "teacher evaluation can and should be directed toward each teacher developing /his/her/ own needs for in-service education" and that the administration should provide for that education. This collection of materials includes a definitive statement on evaluation, a prototype of a practical appraisal system, four models of appraisal procedures, a research analysis, strategy, positions of the OEA and the New Jersey Education Association, guidelines developed by the St. Louis Suburban Teachers Association, a listing of evaluation systems and resources, two urban evaluation programs, examples of position descriptions, fair dismissal standards, and a bibliography.

Olds, Robert. Self-Evaluation for Teachers and Administrators. Worthington, Ohio: School Management Institute, 1973. 64 pp. According to Olds, the success of an evaluation plan aimed at improving performance depends most on self-evaluation. He describes setting performance objectives, monitoring performance data and data-producing activities, conducting the evaluation, and participating in follow-up conferences. Instructions are given for developing a personalized instrument.

Poliakoff, Lorraine. Evaluating School Personnel Today. Washington, D.C.: ERIC Clearinghouse on Teacher Education, January 1973. 11 pp. A review and bibliography of selected literature in the ERIC system dealing with evaluation of administrators, student evaluation of teachers, and the teacher's role in evaluation.

Popham, W. James. Evaluating Instruction. Englewood Cliffs, N.J.: Prentice-Hall, 1973. 157 pp. Six teacher self-instruction programs for improving expertise in evaluating learning activities, including two units on constructing and using teacher performance tests. Other units deal with current conceptions of evaluation, modern measurement methods, instructional supervision (a criterion-referenced strategy), and alternative avenues to educational accountability.

Redfern, George B. How To Evaluate Teaching: A Performance Objectives Approach. Worthington, Ohio: School Management Institute, 1972. 112 pp. Redfern analyzes six basic components essential to the performance-oriented procedure: performance criteria, performance objectives, performance activities, monitoring performance, assessing data, and conference and follow-up. In addition, he discusses materials and tools needed for evaluation, utilization of outcomes, the principal's attitude and role, pathways and pitfalls, and administrator evaluation.

Russell, James D. "Assessment of Teaching Competencies." Developing Teacher Competencies. (Edited by James Weigand.) Englewood Cliffs, N. J.: Prentice-Hall, 1971. pp. 306-16. In this conclusion to a programmed textbook for teacher self-instruction, Russell suggests possible ways for the teacher to evaluate him- or herself, including audiotape recordings, videotapes, interaction analysis, and the evaluation of specific competencies in seven areas.

Ryans, David G. Characteristics of Teachers--Their Description, Comparison, and Appraisal: A Research Study. Washington, D. C.: American Council on Education, 1960. 416 pp. Report of a nine-year investigation to identify some major patterns of teacher behavior, attitudes, viewpoints, and intellectual and emotional qualities. The study also developed instruments suitable for the estimation of patterns of classroom behavior and personal qualities.

Saif, Philip S. A Handbook for the Evaluation of Classroom Teachers and School Principals. Hartford: Connecticut State Department of Education, 1976. 180 pp. This two-part handbook describes the teacher's and principal's roles and contains job descriptions and evaluation instruments which serve as initial exemplary models for improving staff evaluation programs. Appendixes include a glossary: Connecticut Public Act 74-278 concerning teacher evaluation, and guidelines and criteria for its implementation; and a narrative on teacher evaluation.

Shaw, Jane S. "Students Evaluate Teachers and (Better Sit Down) It Works." Nation's Schools 91: 49-53; April 1973. Across the country formal programs of student evaluation of teachers are replacing more casual approaches. Shaw discusses programs operating in a number of school districts and the forms developed for them. A brief, annotated list of selected evaluation forms and how to get them is included.

Simon, Anita, and Boyer, R. Cil, editors. Mirrors for Behavior: An Anthology of Classroom Observation Instruments. Philadelphia: Research for Better Schools,, 1967-70. Vols. I-XIV and Summary. Available from selected university libraries and R&D centers through interlibrary loan. This collection of 79 classroom observation systems includes descriptions and rationales written by authors of the systems and, where available, research study findings, user's manuals, and other supplementary materials. Type of communication measured and learning setting vary widely among instruments. The summary volume includes a 700-item bibliography.

Soar, Robert S., and Soar, Ruth M. "Problems in Using Pupil Outcomes for Teacher Evaluation." Washington, D.C.: National Education Association, April 1975. 16 pp. This paper responds to what is considered an inappropriate basis for evaluating teachers, with discussions of research findings, technical problems of using test scores, and other considerations.

Stemnock, Suzanne K. Evaluating the Evaluator. Circular No. 4, 1973. Arlington, Va.: Educational Research Service, 1973. 48 pp. A report on client-centered evaluation, including some statistics and sample forms gathered in a survey of practices in 768 school systems. More systems reported student evaluation of teachers than any other type, although only two reported it as being system-wide. However, the survey yielded more forms for teacher evaluation of principals then for the former type. Seven forms for student evaluation of teachers are among those included in the report. A bibliography is devoted largely to student ratings, and a list of commercially available client-centered evaluation forms is appended.

Watman, Thomas J. Series of articles on "Improving Teacher Effectiveness." Clearing House 46: 190-92, November 1971; 254-56, December 1971; 319-20, January 1972; 382-84, February 1972; 447-48, March 1972; 510-12, April 1972; 567-68, May 1972. Most of these separately titled articles are addressed to the teacher. They discuss: a process for self-appraisal and improvement; procedures for improving techniques; evaluating the classroom setting, activities, and materials; measuring interaction; sources of instruments for student evaluation of schools and teacher self-evaluation, and becoming more professional. The final article deals with establishing a system that attempts to make compatible the two major goals of supervision -- assisting teachers to improve their effectiveness and providing a basis for promotion, transfer, retention, or dismissal.

Wicks, Larry E. "Opinions Differ: Teacher Evaluation." Today's Education 62: 42-48; March 1973. Although it is generally agreed that teacher evaluation is needed, there are conflicting views on why the need exists, the goals and purposes, evaluative criteria, how to do it, who should do it, and even on whether evaluation can be meaningful. This article describes briefly a joint national-state-local association project on evaluation and includes some excerpts from guidelines developed by the Minnesota Education Association.

Wood, Peter. Teacher Evaluation: Feedback To Improve Teaching. (Paper presented to Ohio English teachers and graduate students at Bowling Green State University.) Arlington, Va.: ERIC Document Reproduction Service (P.O. Box 190, Arlington 22210), 1976. 62 pp. Student feedback in the form of traditional discussions, examinations, and student rating with numerical and open-ended questions, as well as television tapings and peer feedback, are examined for their effectiveness in improving teacher performance. Self-directed evaluations are also considered, as are teachers' personal reactions to the various forms of evaluation. Examples of student questionnaires and teacher self-evaluation forms are appended.